

City University of New York (CUNY)

CUNY Academic Works

Open Educational Resources

Borough of Manhattan Community College

2017

Course Guide and Syllabus for Zero Textbook Cost FRN 210

Rachel Corkle

CUNY Borough of Manhattan Community College

[How does access to this work benefit you? Let us know!](#)

More information about this work at: https://academicworks.cuny.edu/bm_oers/8

Discover additional works at: <https://academicworks.cuny.edu>

This work is made publicly available by the City University of New York (CUNY).

Contact: AcademicWorks@cuny.edu

Weeks <i>Except for week 1, all weeks go from Monday to Sunday.</i>	Learning Objectives: Vocabulary and Grammatical Structures	Face to Face Class: Homework (Hmwk) must be completed BEFORE CLASS	Blackboard assignments: Virtual Class Work <i>Assignments are due by the last day of each week, 11:59 pm Eastern time, unless otherwise noted.</i>	Reading and Writing (from <i>Page à Page</i> or other text as indicated). You MUST come to class with the assigned text.	Lab See activities in the announcements	Tests and graded work in class (lab)
Week 1 August 25-Sept. 3	Introduction Le plus-que-parfait	Introduction to the class and to p-q-p	Read the syllabus and course guide. Be prepared for a short quiz on the way the course works DB 1: On se présente!	<i>La leçon de Francisse</i>	Complete e-learning orientation	
Week 2 September 4-10	Le plus-que-parfait	<u>In class lesson/discussion:</u> p-q-p <i>Francisse</i> Hmwk: Complete pre-reading activities, <i>Francisse</i> p.3-6 Course Pack grammar (past tenses): pages 1-3	Watch video lesson on “le plus-que-parfait” (see weekly guide). DB 1: Response	<i>La leçon de Francisse</i>	Le récit au passé (course pack and blackboard) avec partenaire.	Quiz—syllabus and course logistics

<p>Week 3 September 11-17</p>	<p>Le conditionnel Français Interactif Chapitre 13 (course pack and blackboard)</p>	<p><u>In class lesson/discussion:</u> Le conditionnel <i>Francisse</i> Hmwk: Complete pre- reading activities, <i>Francisse</i> p.7-9 <i>FI</i> chapitre 13, p 317 ex 17</p>	<p>Watch 2 video lessons on “le conditionnel” (see weekly guide) DB 2: Si je gagnais à la lotterie</p>	<p><i>La leçon de Francisse</i></p>	<p>Le conditionnel (conjugaison)</p>	
<p>Week 4 September 18-24</p>	<p>Le conditionnel, révision</p>	<p><u>In class lesson/discussion:</u> Révision pour le quiz <i>Francisse</i> Hmwk: Complete reading and activities, <i>Francisse</i> p.12-16</p>	<p>DB 2: Response <i>Francisse</i> Essay 1 (submitted by email)</p>	<p><i>La leçon de Francisse</i></p>	<p>Test</p>	<p>Test 1</p>
<p>Week 5 September 25- October 1</p>	<p>Les adjectifs et les adverbes</p>	<p><u>In class lesson/discussion:</u> Adjectifs <i>Francisse</i></p>	<p>Watch 2 video lessons: on “adjectifs composes”, and “adjectifs de couleur” (see weekly guide)</p>	<p><i>La leçon de Francisse</i></p>	<p>Pluriel des adjectifs: submit by screen shot (see folder)</p>	

		Hmwk: Complete analysis activities, Francisse p.20-22, 24-28	Adjectifs composés: submit by screen shot (see folder)			
Week 6 October 2-8	Les adjectifs et les adverbes	<u>In class lesson/discussion:</u> Adverbes <i>Premiers jours</i> Hmwk: Complete pre-reading activities, pj p.3-5, 6-8	Watch video lesson on les adverbs (see weekly guide) Rewrite of Essay 1 Due (submit by email)	<i>Les premiers jours</i>	Adverbes (see Blackboard) Peer editing of Essay 1	
Week 7 October 9-15	Les adjectifs et les adverbes	<u>In class lesson/discussion:</u> Révision pour le quiz Hmwk: Complete reading and activities, pj p.12-16	Premiers Jours, p. 29 Essay 2 (submitted by email)		Test	Test 2
Week 8 October 16-22	Les prépositions	<u>In class lesson/discussion:</u> Prepositions, Peer editing of Essay 2	Watch video lesson "les prepositions avec les noms géographiques" (see weekly guide)	<i>Les premiers jours</i>	Prépositions (see folder on Blackboard)	

		<p>Hmwk: Read lesson on prepositions, course pack p. 13-18</p> <p>Complete analysis activities, <i>premiers jours 27</i></p>	DB3: Sujet des presentations finales			
<p>Week 9 October 23-29 Chapter 3</p>	Le passé simple	<p><u>In class lesson/discussion:</u></p> <p>Passé simple <i>Ourika</i></p> <p>Hmwk: Read <i>Ourika</i> 1-5 (<i>jusqu'à "C'était un grand..."</i>)</p>	<p>Watch video lesson "le passé simple" (see weekly guide)</p> <p>DB 3: Response</p>	<i>Ourika</i>	<p>Exercice passé simple (Blackboard and course pack)</p> <p>Questions sur <i>Ourika</i></p>	Quiz <i>Ourika</i>
<p>Week 10 October 30- November 5</p>	Les prépositions et le passé simple	<p><u>In class lesson/discussion:</u></p> <p>Révision pour le quiz <i>Ourika</i></p> <p>Hmwk: Read <i>Ourika</i> 5-10 ("<i>C'était un grand... jusqu'à Charles avaient...</i>")</p>	<p><i>Ourika</i> reading guide</p> <p>Rewrite of Essay 2 Due (submit by email)</p>	<i>Ourika</i>	Test	<p>Test 3 Quiz <i>Ourika</i></p>

<p>Week 11 November 6-12</p>	<p>Le subjonctif Français Interactif Chapitre 11 (course pack and blackboard)</p>	<p><u>In class lesson/discussion:</u></p> <p>Le subjonctif <i>Ourika</i></p> <p>Hmwk: Read <i>Ourika</i> 10-13 ("Charles avait... jusqu'à À peine Charles....")</p> <p>FI ch. 11, p. 271- 273 (ex. 21-26)</p>	<p>Read "leçon sur le subjunctif" (blackboard, course pack)</p> <p>Complete 3 activities on the subjonctif and submit by screen shot: subjonctif indicatif week 11 subjonctif infinitif week 11</p>	<p><i>Ourika</i></p>	<p>Subjonctif</p> <p>Faites les trois activités sur Blackboard</p>	<p>Quiz <i>Ourika</i></p>
<p>Week 12 November 13-19</p>	<p>Le subjonctif Français Interactif Chapitre 13</p>	<p><u>In class lesson/discussion:</u></p> <p>Le subjonctif <i>Ourika</i></p> <p>Hmwk: Read <i>Ourika</i> 13 ("À peine Charles.... jusqu'à la fin)</p> <p>FI ch. 13, p. 314 (ex. 12-14) 319 (ex 23)</p>	<p>Watch video lessons on the subjunctive (lessons 151 and 152). See weekly guide.</p> <p>Complete the "subjunctive week 12" activity in the subjonctif folder and submit by screen shot.</p>	<p><i>Ourika</i></p>	<p>Preparation des presentations avec partenaire</p>	<p>Quiz <i>Ourika</i></p>
<p>Week 13</p>	<p>La voix passive</p>	<p><u>In class lesson/discussion:</u></p>	<p>DB 4: Réaction à <i>Ourika</i></p>		<p>Voix passive: see voix passive</p>	<p>- Final Presentations</p>

November 20- December 3 THIS PERIOD IS EXTENDED TO INCLUDE THANKSGIVING		La voix passive Présentations Hmwk: Voix passive leçon (x2) (blackboard/course pack)	DB 5: Réaction aux présentations		folder for activities (lab week 13)	
Week 14 December 4-10	Conclusion	<u>In class lesson/discussion:</u> Révision Présentations	Activités de revision in the voix passive folder (submit by screen shot) DB 5: Réaction aux présentations			Test 4 Final Presentations
Final Week December 11-20						FINAL Presentations and Compositions

Course Guide FRN 210 hybrid

DB = Discussion board

BOROUGH OF MANHATTAN COMMUNITY COLLEGE

The City University of New York
Modern Languages Department

Title of Course: FRN 210/French IV
Laboratory Hours per Week: 1

Class Hours: 3

Semester: Fall 2017

Instructor Information: Professor Rachel Corkle
S 601 G
Office hours: Tuesday 11:15-12:30
Thursday 8:15-10:00
rcorkle@bmcc.cuny.edu

Credits: 3

Course Description: While reviewing and practicing advanced grammar, students will be trained to write a variety of texts as well as short academic essays.

Basic Skills: Listening comprehension, reading and writing in French.

Prerequisites: FRN 200 or departmental approval.

Course Student Learning Outcomes (Students will be able to...)	Measurements (means of assessment for student learning outcomes listed in first column)
1. Students will be able to identify main aspects of an oral text.	1. Lab sessions and class discussions.
2. Students will be able to identify main aspects of a written text, in the form of a short descriptive narrative.	2. A reading comprehension part will be included in the final exam and writing assignments.

<p>3. a. Student will be able to complete formal writing assignment(s) of at least 10-12 pages in length that has/have gone through the revision process (e.g. research paper, content-related report, essay.)</p> <p>b. Student will be able to generate pieces of informal writing in response to a variety of prompts, concepts, situations or reading assignments.</p>	<p>3. Compositions will be included in quizzes, homework and the final exam.</p>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------

Below are the college's general education goals that correspond to FRN 210.

General Education Goals	Measurements (means of assessment for general education goals listed in first column)
Communication Skills- Students will write, read and listen critically and effectively.	Written assignments, exams, class participation and oral presentations.
Arts & Humanities- Students will develop knowledge and understanding of the arts and literature.	Reading assignments and class discussions.
Information & Technology Literacy- Students will be able to collect, evaluate and interpret information and effectively use information technologies.	Compositions, group work, oral presentations.
Values- Students will be able to make informed choices based on an understanding of personal values, human diversity, multicultural awareness and social	Compositions, class discussion, oral presentations.

Required Text: Chapters from Thiers-Thiam, Valerie. *Page à Page*. NY: McGraw Hill, 2011. (available on Blackboard)

Français Interactif: A French Program from the Center for Open Educational Resources and Language Learning. University of Texas at Austin.

<http://www.laits.utexas.edu/fi/>

THIS IS A ZERO-TEXTBOOK COST COURSE. ALL MATERIALS WILL BE AVAILABLE ON BLACKBOARD

Other Resources: Language Lab (S532); Tutoring at the Learning Resource Center (S-510; tutors' schedules TBA).

Use of Technology: BMCC Email (S-113), Blackboard.

Time Management: Taking an online course requires self-discipline, responsibility, and dedication. Many students mistakenly believe that taking an online course is easier than taking a face-to-face course; in fact, the opposite is true. You should expect to spend more time preparing and studying than for a face-to-face course.

Unless otherwise noted, school week for this course runs Monday through Sunday. Please see the **Weekly Assignment Guide** for links to know what is expected of you each week. Any updates will be posted in the **Announcements** section.

The schedule clearly states when assignments and discussion postings are due. **HOMEWORK MUST BE COMPLETED BEFORE CLASS ON TUESDAY; VIRTUAL CLASS WORK MUST BE COMPLETED BEFORE 11:59pm ON SUNDAY.** If your work is late because of a matter beyond your control, you must contact with an explanation. However, if you leave work until the last minute, it is far more likely that something will prevent you from turning it in on time. Plan ahead.

Assignments: Your starting point for assignments is the **Weekly Assignment Guide**. There, you will find a list of assignments for each week.

Evaluation and Requirements of Students

The final grade will be based on the following criteria:

Attendance, Class participation and homework	25%
Quizzes and Exams	25%
Written Compositions	25%
Discussion Board Posts and Glossary	25%

1) **Attendance, participation and homework** (25%)

1- Daily attendance is mandatory. Missing class will not allow you to develop your oral language skills and will also influence the instructor's evaluation of your in-class performance. **The maximum number of absence hours is limited to one more class hour than the contact hours as indicated in the BMCC college catalog.** For this class, the maximum number of absence hours is 5 (2 classes). A total of **eight** absences or more will result in an automatic "F."

Punctuality is also essential. Late arrivals disrupt the entire class. Classes begin promptly at the times indicated in the Schedule of Classes. Arrival in class after the scheduled starting time constitutes a lateness. If you arrive after the professor has called your name, it is your responsibility to sign the late sheet that is passed 15 minutes after class begins. If you are more than **15** minutes late, you **cannot** be marked as present.

Refrain from going out and coming back during class; this is disruptive and shows a lack of consideration for your fellow students and for the professor. A student going out during class might be marked absent or late at the discretion of the instructor.

2- Participation is essential to this class since activities include discussions, reading out loud, answering questions. For students who do not feel at ease speaking in front of the class, many activities will first be prepared in pairs or small groups, and then students will address the whole class. Reading a paragraph also counts as participation.

You must be prepared for class. You cannot effectively participate if you have not completed homework assignments. Your participation grade will reflect whether you complete homework and work in the lab.

- **You are responsible to do the homework even if you missed the class!** You can find all of our work on Blackboard!

2) **Compositions** (25%)

- No late compositions are accepted.

- Topics will be given one week prior to the submission date. Papers must be written in French, typed, and double-spaced. Papers are due at the beginning of class. 50% of the grade will be based on the first draft. 50% of the grade will be based on the quality of the revision.

3) **Exams** (25%)

THERE ARE NO MAKE-UP EXAMS, BUT THE LOWEST GRADE IS DROPPED. This policy is strictly enforced. Exams will often be given in your lab hour.

4) **Discussion Board Posts and Glossary:** You will have 6 discussion board posts throughout the semester. You must write your post by the end of the week and reply to another student's post by the end of the following week.

You will contribute to the glossary of new literary terms and vocabulary that you learn throughout the semester. I will check the class-generated glossary at the end of each week, and give credit for contributions (1-3 per week). You should study the terms on the glossary—they will appear on tests and quizzes.

Additional help:

On the Discussion board under **Q&A**, there will be a permanent “clinic” where students will be able to post and answer questions. If you have a question that will likely be something other students need to know as well, please post your question there (rather than in a personal message to me).

BMCC’s [Learning Resource Center](#) (LRC) located in Room S-500 provides free tutoring for this course. They usually have a schedule for tutors beginning on the second week of classes. Check them out.

E-Tutoring: BMCC offers E-Learning help by logging into www.bmcc.cuny.edu/etutoring.

If you feel that you are really having problems and neither point above are helping, get in touch with me. Do not wait until it’s too late to catch up.

College Attendance Policy

At BMCC, the maximum number of absence hours is limited to one more class hour than the contact hours as indicated in the BMCC college catalog. For example, you may be enrolled in a four hour class that meets four times a week. You are allowed five hours of absence, not five days. In the case of excessive absence, the instructor has the option to lower the grade or assign an “F” or “WU” grade.

Academic Adjustments for Students with Disabilities

Students with disabilities who require reasonable accommodations or academic adjustments for this course must contact the Office of Accessibility. BMCC is committed to providing equal access to all programs and curricula to all students.

BMCC Policy on Plagiarism and Academic Integrity Statement

Plagiarism is the presentation of someone else’s ideas, words or artistic, scientific, or technical work as one’s own creation. Using the idea or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations, require citations to the original source. Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism.

Students who are unsure how and when to provide documentation are advised to consult with their instructors. The library has guides designed to help students to appropriately identify a cited work. The full policy can be found on BMCC’s website, www.bmcc.cuny.edu. For further information on integrity and behavior, please consult the college bulletin (also available online).

Online etiquette & anti-harassment policy: CUNY strictly prohibits the use of university online resources or facilities, including Blackboard, for the purpose of harassment of any individual or for the posting of any material that is scandalous, libelous, offensive or otherwise against university policies.